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American life; and when the country awakes to the knowledge that it would have been considerably less without him, the day of his deification will not be far off. Meanwhile, the better class of Americans, those that ever hold themselves aloof from the periodical nonsense of their fellows, will welcome this book of Mr. Oliver's, not only as one of the few adequate biographies, and an almost inspired piece of literary workmanship, but as an illuminating account of a man and a period so often the victims of biased minds and indifferent pens.

But it has a still more significant chance of taking immediate rank as a classic. I hear constantly of Hamilton clubs being formed by young men all over the United States, frequently receive letters announcing an intention to make of the life and work of Hamilton a serious study as a preparation for the career of politics and the further dissemination of his precepts. These young men will be the first to welcome Mr. Oliver's book, and it will play a large part in their development; impressing them, as it cannot fail to do, with the fairness of its estimates; whereas the same deductions in the work of an American might, knowing the intense bias of most of our writers, leave them open to doubt.

I have only one criticism to offer, or rather one correction. Mr. Oliver, on page 15, remarks that it is impossible to accept Hamilton's illegitimacy as a matter of certainty. There is not the slightest doubt of it, as I demonstrated in the preface to "A Few of Hamilton's Letters." An examination of the Protocol of the Dealing Court in Christianstadt for the year 1768 (Archives of Copenhagen, Iceland Division) set this question at rest forever; the language, more legal than polite, is final. I insist upon this point, not only because it makes the career and achievements of Hamilton the more remarkable, but because it is of the greatest value psychologically in interpreting his singular and complex character.

GERTRUDE ATHERTON.

THERE have appeared this year two noteworthy books, which together trace the history of the *university* from its origins in mediæval times to its evolved life, divers activities and problems in the present time and in our country. The first of these is Professor Friedrich Paulsen's work, in English translation, on

the German universities;* and the second, President Gilman's story of the genesis and life of the American university.† The path of this evolution, as the titles tell, leads by way of Germany; and not through the loved quadrangles of the great English universities which gave scholarly lineage, pattern and spirit to our American college. The university in the United States is, in its most recent development, more closely related to the German than to the English type in organization, atmosphere and aim. The number of American scholars who have studied in German universities has been great; and they, with others who have studied sympathetically at home the growing achievement of these institutions, not only in the training of scholars, but in the discovery and discrimination of new truth, have had much to do with the making of our present higher educational history. Out of this intimacy of academic relationship, other ties have been made or strengthened. Ambassador White is quoted to have said that it is due principally to Germany's universities that she has been looked upon "as a kind of second mother country."

The existence of this relationship, historical and sentimental, gives Professor Paulsen's intrinsically interesting book a special value and interest to American scholars, and especially to teachers and college and university executives and trustees. It not only presents in a systematic way the varied experiences through which the German university has come into its ascendancy among the world's universities, as a place of both teaching and research, but it discusses also such subjects as the relation of the university to the state, society and the church; the functions and difficulties of the university teacher; the freedom of teaching and the freedom of learning; methods of study; examinations, student societies and the professor's and student's relation to politics. Throughout these discussions and incidental expositions of the internal life of his own nation's universities, he keeps an honest pen, discerning the evil and the good, and he keeps also a patient, imperturbable, optimistic spirit. I know of no book discussing university problems and their solving which I can more

* "The German Universities and University Study," by Friedrich Paulsen, Professor of Philosophy in the University of Berlin; authorized translation by Frank Thilly, Professor of Psychology in Princeton University, and William W. Elwang. New York: Charles Scribner's Sons.

† "The Launching of a University, and other Papers: a Sheaf of Remembrances." By Daniel Coit Gilman, LL.D., President Emeritus of Johns Hopkins University. New York: Dodd, Mead & Co.

heartily commend to others who are working at these same problems.

There is an exhibition of the splendid spirit of the author in the chapter on the relation of the university to the church. Himself not of the Catholic faith, he makes answer to those who covet the distinction of the church of that faith: "I will not even renounce the hope that the German spirit may once again impart quickening intellectual and religious life to the Catholic Church as such"; and he takes hope of what has come about in this church "in countries where the English tongue prevails, especially America." This hope leads him to support the maintenance of a dual theological faculty, rather than the establishment of a purely Catholic university.

One of the hopes which we in America cherish is that the colleges and universities will preserve and foster a wholesome spirit of democracy; and it is comforting to our hopes to be assured that in Germany the universities are democratic. To this assurance, however, another is added, which is only measurably gratifying. While the universities "exclude none and put all upon an equality," there is created by them, an "intellectual aristocracy," an "official nobility," consisting of all who have gone through a university and secured *entrée* to one of the learned or administrative vocations. This is gratifying as marking the substitution to some extent of intellectual achievement for wealth or lineage as a social standard. And the prize is so great that there is chronic overcrowding of the learned professions and a depressed economic condition within them,—so great that the author advises that the positions of state officials (and these include the teachers or many of them) ought not to be made too attractive from a financial standpoint. But, with all this, it is noted on the other hand that, within the student body, the "efforts of a social aristocratic group to isolate itself are constantly becoming stronger," and that the number of students drawn from the lower classes is diminishing. This latter tendency seems at one point to be approved by him, but he is also sensitive to the danger of excluding the poorer classes from the academic world, and the menace of such a policy to the solidarity of the nation.

That which will interest most strongly those who have to do with university administration in the United States is his consideration of the relation of the university to the state. The Ger-

man institutions are state institutions, founded, supported and administered by the government; but they are also independent corporations, in which instruction is given, search after new truth made and its results published to the world, with practically no interference on the part of the government. "The professor, once appointed, is left practically entirely to his own judgment and conscience." In referring to the American university, Professor Paulsen speaks of it as of the English type transplanted,— "an autonomous corporation with whose internal management the state has nothing to do . . . self-governing . . . and by reason of endowments, self-supporting." One type of American university is indeed here defined: but there is another quite as vigorous with a population almost as great—the State university. Professor Thilly, the translator, makes clear the incompleteness of the author's characterization when, in his preface, he laments that there is more "paternalism" in the universities of this free country than in military Germany. If Professor Paulsen had consulted his translator, instead of the Harvard professor whom he quotes, I think he would not have made the further statement that our universities "are tending more and more to lay aside the character of State institutions . . . this taking place first in the Eastern States, but now also in the Western." The tendency, certainly in the West, seems to be strongly in the direction of the development of the State university, though in its government it is gradually approximating, in its freedom from external interference, that of the non-State institutions.

But, whatever the tendency may be here, it would appear that in Germany there is both a greater freedom to teach and a greater freedom to learn; there is less interference with the teacher, there is less compulsion from without upon the student. The latter is due in some measure, no doubt, to the fact that our universities in their collegiate departments undertake some of the work of the German gymnasium, and so have students of less maturity. The former implies a hampering here, whether of honest caution, partisan fear or personal selfishness, which in Paulsen's view is inimical to the highest development of the university and its greatest good to the state.

And this brings me to say a delayed word of the distinguishing feature of the German university. It is that it is a place both of research and of teaching. "Like the English university, it offers

a broad, deep course in the arts and sciences." "Like the French *facultés*, it offers technical instruction for the learned professions." It performs the function of both of these through its four faculties associated as a unit. But it does more. Besides being a school of instruction, it is the most important seat of scientific work in the state and the nursery of scientific investigation. It is both an *academy* and a higher *institution of learning*. The German university professor is "both a scholar, or scientific investigator, and a teacher of knowledge." And it is stimulus to this dual service that this book will give, more than all else, to American teachers and American scholars.

When one has read this rather compendious book, I would then commend to his reading the delightful sequel (for it follows historically and logically upon the other) which is presented in President Gilman's story of the launching of Johns Hopkins, the first university in the United States to be established upon lines following somewhat closely upon those of the universities described by Paulsen (though with but two faculties—philosophical and medical), the first institution to be organized here primarily for graduate work. Many reminiscences (from which the memories of the anxieties and perplexities of the first days have been for the most part excluded, that, as he intimates, they may die with him) are gathered, not alone from his experiences at Johns Hopkins, but also from those which were associated with the life and progress of other universities from Yale to the University of California. I do not know how to give intimation of the charm of these collected essays and addresses without somewhat detracting from it. It is largely of others that he has memories. It is of his associates that he speaks,—little of himself and his own great accomplished task. There are memories of Sylvester, Rowland, Adams, Craig and others who have gone from that first body of scholars; of some who are still teaching in the university; of distinguished scholars who visited her halls; and of scores of others who helped to do the great work of his day. It is a book whose pages were gathered for colleagues and friends, and especially for those whom he knew as students; and, as I am, happily, in one at least of those fortunate groups, I find its every page a source of pleasure. But it must carry its good far beyond those groups and into years far beyond his or their living.

J. H. FINLEY.